



**MOAMA
ANGLICAN
GRAMMAR**
COMPASSION | RESPECT | INTEGRITY

ANNUAL REPORT 2019







Our School

Moama Anglican Grammar School is a co-educational, independent Anglican School with an open entry policy. It's mission is to provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future. The School's core values are: Compassion, Respect and Integrity. The School's focus is on each student as an individual, seeking to assist each of them to achieve his or her potential. At the same time, we aim for students to develop a strong sense of honour, caring for themselves, others and the world they live in.

The School opened in 2005 and has established a strong reputation in terms of its academic and cocurricular programs. Students are encouraged to engage with every aspect of school life from camps and excursions, through to sporting pursuits and the performing arts. Annual productions of musicals and plays are complemented by music and drama concerts. The School operates academically as separate primary and secondary schools, although students are able to mix in the grounds. Specialist facilities in Arts, Sciences and Technology, as well as the Resource Centre, are accessed by all year levels. ICT is provided by way of computer laboratories, mobile laptop sets and

interactive whiteboards in classrooms. Students have school iPads from Years 5-9 and then choose their own device that suits their subject expectations.

Moama Anglican Grammar School is the only educational institution in the region to offer K-12 on the one campus. This enables students to pass seamlessly across the traditional transition points of primary and secondary school. They can experience our culture of care (within the context of high standards and expectations) over their whole schooling starting from Kindergarten or join at another level, with Year 7 being the other common entry point. As a consequence, knowledge about each student can be passed on from year to year ensuring they are catered for in terms of their individual needs.

The students at Moama Anglican Grammar are drawn from both NSW and Victoria. Approximately 43% of student reside in Victoria. The area of Echuca/Moama is an important agriculture region as well as having a strong tourism industry. Many families are engaged in these industries and those that support the servicing and growth of these industries also.

Chairman's Report



For the last two and half years Moama Anglican Grammar has been incredibly blessed by the calm, confident and capable leadership of our Principal, Mrs Carmel Spry. Carmel has led the teachers and staff in pursuing academic excellence and pastoral care for students and families and has at all times exemplified the School's Core Values of Compassion, Respect and Integrity. The stabilisation of the School community and success of recent years is in large part due to Carmel's leadership, for which we are incredibly thankful.

In 2019 we farewelled Brett Burdeu as Business Manager. Brett's contribution to the life of our community extended beyond his office and his role overseeing the operations of the school. We are very fortunate to have been able to appoint Suzanna Barry to this role. Suzanna is no stranger to the school, having been a founding Board Member. In serving the School in this new capacity, Suzanna has already had a significant impact on all aspects of Moama Anglican Grammar and has been instrumental in securing support for the School in response to the drought and coronavirus crisis.

Through 2019 the Board focused on the development of a new Strategic Plan for Moama Anglican Grammar, working closely with the Executive, and through them all the staff and families. This new Strategic Plan looks to build on our foundations and to position our school for the future. As such the 2020-2024 Strategic Plan focuses on three pillars which we believe are vital to our continued success. Central to this is building connections within the school and with our wider community. We also need to ensure we are well positioned to face the challenges of the future and to make the most of the opportunities it presents. Above all we need to focus on ensuring our students can achieve their full potential.

To all the members of the Board, thank you for the time and effort you have devoted to Moama Anglican Grammar. Serving on the Board involves a sacrifice of time and energy which does not go unnoticed. The School has been blessed by the wisdom and expertise that each member of the Board has brought to the table.

I look forward to the future of Moama Anglican Grammar, knowing it will be one filled with Honour and Excellence!

Rev. George Hemmings

...focus on ensuring our students can
achieve their full potential.



Principal's Report

Moama Anglican Grammar has continued to grow and develop during 2019. The school continues to focus on offering a dynamic and diverse curriculum that complies with the syllabus set by NESA (NSW Education Standards Authority). We work positively with families to provide a safe environment where students and families feel welcome and safe to strive to meet their personal best.

The school is a single campus in Moama, NSW that caters for students from Kindergarten to Year 12. The school operates as one school with two sections, Junior and Senior school. The leadership structure of the school allows each section of the school to focus on the growth and development of student and staff at appropriate age and stage.

The student enrolment numbers were 685 with the largest Year 12 cohort to-date of 72 students completing their senior education. Sixty-five students completed their HSC, achieving excellent results that have empowered them to pursue careers and further study. We also had students gain direct entry to the workplace as well as those who secured apprenticeships and traineeships in their chosen fields. We are proud of all these achievements.

During 2019 we introduced changes to the middle leadership of the Junior school to allow more focus on the areas of literacy, numeracy and pastoral care with the introduction of a dedicated coordinator for each area. This has enabled junior school teachers to have support with the collation and interpretation of data to enhance teaching and learning practices.

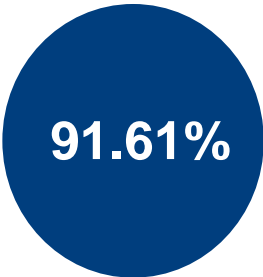
In the Senior school the first group of students to complete the VET subject Primary Industries completed their HSC. This program has been supported in the school through the establishment and growth of a small farm where students have engaged with the local Agriculture industry. The school has offered HSC Agriculture for several years and the introduction of Primary Industries has supported this important industry in the school.

The school has continued to increase the use of student management system SEQTA with the Senior school moving entirely to continuous online reporting. The parent portal has been introduced for all secondary parents and allows parents to engage with their child's learning more effectively. We continue to offer parent-teacher-student interview opportunities for all families to have important conversations about learning.

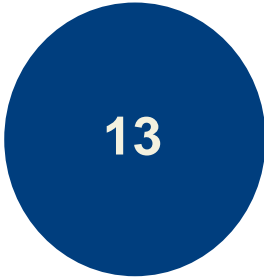
For the senior teaching staff, the move to SEQTA as a learning management system has also continued with all senior teachers using the online platform to plan learning activities and allow students to access resources out of class time in an electronic mode. This has been very successful, and staff, students and parents are finding this system beneficial.

Mrs Carmel Spry
BA, Grad DipEd, M.Ed

Student Attendance

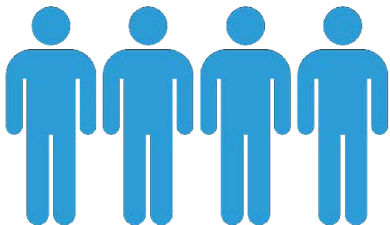
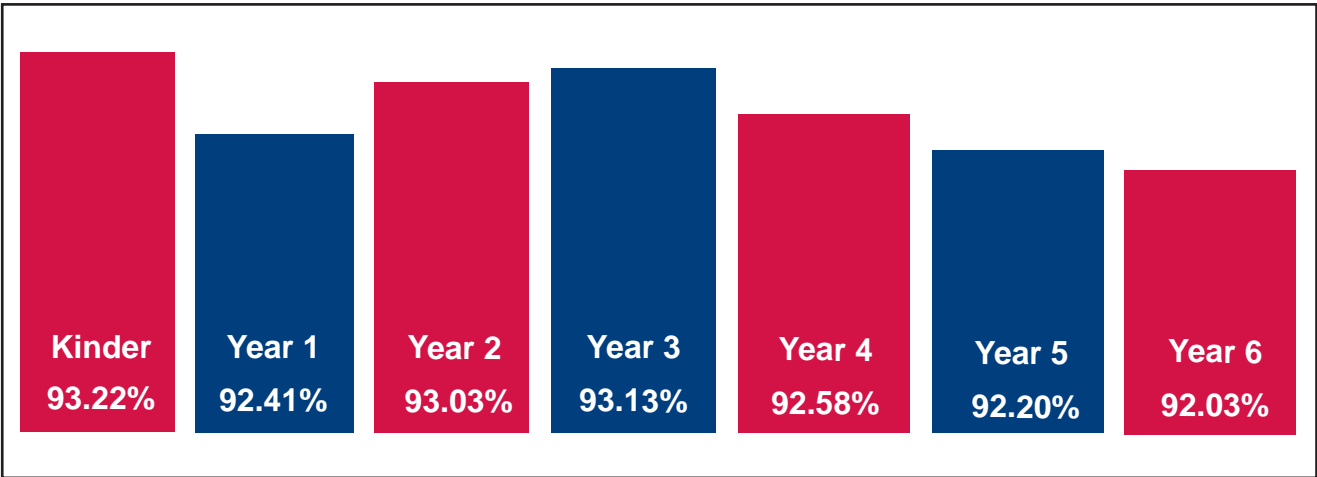


School average attendance rate

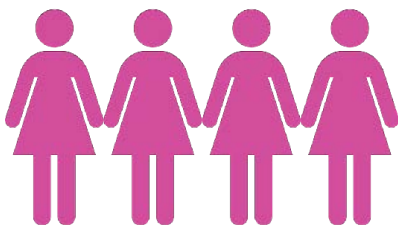


Average days absent per student

Average daily student attendance - Primary

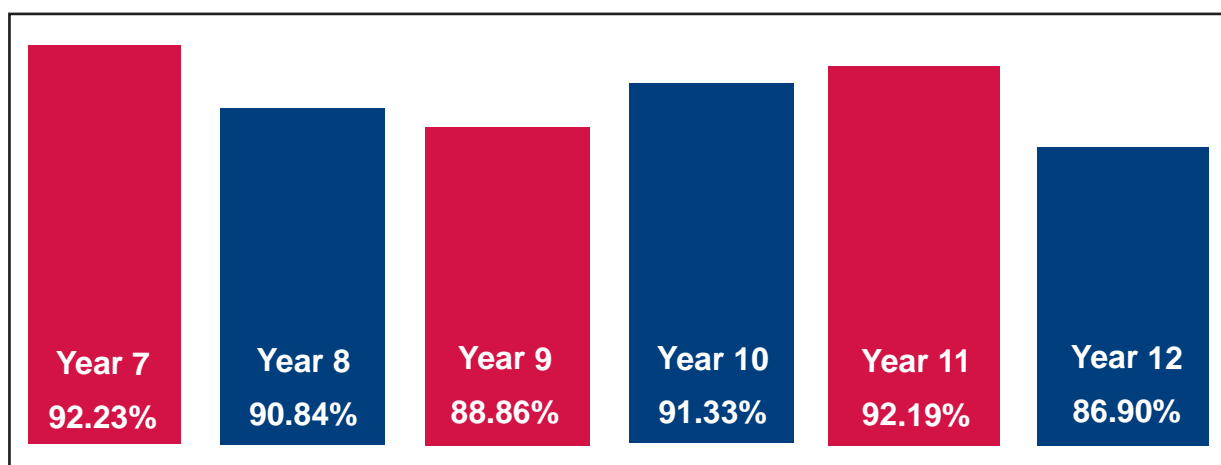


311



375

Average daily student attendance - Secondary



Management of Non-attendance

Parents are requested to advise of any absences by telephone, eform or email to reception@moamagrammar.nsw.edu.au prior to 9:00 am on the day of absence.

The School contacts parents/guardians concerning the absence of a student for whom no explanation or advice is received. This is done by sending an SMS to the parent / guardian, to which a response by return telephone call is required to confirm such absence.

Retention Rates Year 10 - Year 12

Of the 82 students who commenced Year 10 in 2017, 65 went on to complete Year 12 in 2019 (a further eight students joined the cohort after the commencement of Year 10 from 2017–2019). This is a retention rate of 79.3%. One student relocated away from the district, six transferred or returned to other schools and 10 students left to pursue further education or employment.

Post School Destinations

Fifty of the 72 Year 12 students were offered university placements for 2021. Anecdotally, we are aware of seven students who have commenced employment since leaving Moama Anglican Grammar.



Parent, Student and Staff Satisfaction

We regularly communicate with our community and welcome feedback at any time. We also have occasions where we actively seek input from our parents, students and staff. From this feedback we have been able to identify areas of satisfaction and areas for growth.

The physical environment of the school and its resources has been identified by all groups as a strength of the school. The grounds, classroom, facilities as well as the teaching and learning resources are all seen as positive. Some areas of the school have been identified for future development and extension of resources.

Overall there was also a high level of satisfaction with the teaching and learning standard at the school from students, parents and staff. Some areas have been identified as needing review such as extending support to high achieving students.

Staff satisfaction was also high with areas for concern around career development and progress for teaching staff, in particular the primary teachers. The area of professional development was identified as being an area for concern as it involves significant travel for teachers to access programs that are NSW focus given our location.



NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain. Moama Anglican Grammar's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

| | Reading | | Writing | | Spelling | | Grammar | | Numeracy | |
|--------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Year 3 | 477 | | 458 | | 449 | | 496 | | 436 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 458 | 432 | 440 | 423 | 437 | 419 | 469 | 440 | 429 | 408 |
| Year 5 | 516 | | 487 | | 519 | | 537 | | 506 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 521 | 506 | 485 | 474 | 512 | 501 | 516 | 499 | 508 | 496 |
| Year 7 | 547 | | 525 | | 554 | | 549 | | 568 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 558 | 546 | 526 | 513 | 555 | 546 | 556 | 542 | 569 | 554 |
| Year 9 | 595 | | 574 | | 581 | | 582 | | 616 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 602 | 581 | 573 | 549 | 596 | 582 | 595 | 574 | 612 | 592 |

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available



Senior Secondary Outcomes

Record of School Achievement (ROSA)

In 2019, 42 students satisfied the requirements to receive a ROSA. The percentages of students receiving an A or B grade at the end of Year 10 is above the state grading pattern with 65% of students receiving an A or B at the School compared to 48% in the state.

| Course Name | in School | School Pattern (%) | | | | | | State Pattern (%) | | | | | |
|---|-----------|--------------------|-----|-----|----|----|---|-------------------|----|----|----|----|---|
| | | A | B | C | D | E | N | A | B | C | D | E | N |
| English 200 hours | 42 | 7 | 45 | 33 | 12 | 2 | | 12 | 28 | 37 | 16 | 6 | 1 |
| Mathematics 200 hours | 42 | 10 | 50 | 33 | 7 | | | 15 | 23 | 32 | 23 | 7 | 1 |
| Science 200 hours | 42 | 12 | 45 | 14 | 24 | 5 | | 13 | 25 | 36 | 19 | 6 | 1 |
| Geography 100 hours | 42 | 26 | 36 | 21 | 17 | | | 14 | 27 | 36 | 16 | 6 | 1 |
| History 100 hours | 42 | 26 | 40 | 21 | 5 | 7 | | 14 | 27 | 35 | 16 | 6 | 1 |
| Italian 100 hours | 2 | | 50 | 50 | | | | 15 | 32 | 39 | 10 | 4 | |
| Italian 200 hours | 5 | 80 | 20 | | | | | 29 | 32 | 29 | 9 | 2 | |
| Agricultural Technology 100 hours | 8 | 13 | 38 | 38 | 13 | | | 7 | 21 | 38 | 22 | 10 | 1 |
| Agricultural Technology 200 hours | 2 | 50 | 50 | | | | | 16 | 27 | 34 | 16 | 7 | 1 |
| Design and Technology 100 hours | 5 | | | 40 | 40 | 20 | | 23 | 31 | 32 | 10 | 4 | |
| Design and Technology 200 hours | 3 | 33 | 67 | | | | | 26 | 33 | 28 | 10 | 3 | |
| Food Technology 100 hours | 16 | 44 | 31 | 25 | | | | 16 | 28 | 34 | 16 | 6 | |
| Information & Software Technology 100 hours | 1 | | 100 | | | | | 20 | 29 | 29 | 15 | 7 | |
| Information & Software Technology 200 hours | 1 | | | 100 | | | | 24 | 31 | 29 | 12 | 4 | |
| Drama 200 hours | 1 | 100 | | | | | | 30 | 37 | 24 | 7 | 2 | 1 |
| Music 100 hours | 4 | | 50 | 50 | | | | 13 | 28 | 33 | 17 | 9 | 1 |
| Photographic and Digital Media 100 hours | 10 | 30 | 70 | | | | | 19 | 29 | 32 | 13 | 7 | 1 |
| Visual Arts 100 hours | 8 | 25 | 50 | 25 | | | | 17 | 33 | 33 | 12 | 5 | 1 |
| Visual Arts 200 hours | 3 | 67 | 33 | | | | | 27 | 33 | 28 | 8 | 3 | 1 |
| Personal Development, Health and P.E. 200 hours | 42 | 14 | 40 | 43 | 2 | | | 13 | 34 | 36 | 12 | 4 | 1 |

100% of students in Year 12 attaining a Year 12 certificate or equivalent

15% of students in Year 12 undertaking Vocational or Trade Training

Senior Secondary Outcomes

HSC

The results were very pleasing in 2019 and represented an improvement on previous HSC results. The School was ranked in the Top 200 Schools in NSW – Ranked 184.

9% success rate of students receiving the Highest Bands.

35% of students received the top 2 Bands for their HSC (Band 5 or Band 6)

34% of students received a Band 4 for their HSC.

| Course Name | No. of Students | School HSC Examination Mean Mark | State HSC Examination Mark Mean | School/State Variation |
|---------------------------------------|-----------------|----------------------------------|---------------------------------|------------------------|
| Agriculture 2 unit | 10 | 77.6 | 71.91 | 5.69 |
| Ancient History 2 unit | 5 | 67.56 | 72.62 | -5.06 |
| Biology 2 unit | 30 | 77 | 71.93 | 5.07 |
| Business Studies 2 unit | 17 | 73.15 | 72.18 | 0.97 |
| Chemistry 2 unit | 15 | 72.21 | 75.38 | -3.17 |
| Community and Family Studies 2 unit | 6 | 84.2 | 74.03 | 10.17 |
| Design and Technology 2 unit | 9 | 77.62 | 77.82 | -0.2 |
| Drama 2 unit | 4 | 72.65 | 78.31 | -5.66 |
| Economics 2 unit | 5 | 64.6 | 77.34 | -12.74 |
| English Advanced 2 unit | 9 | 79.91 | 80.73 | -0.82 |
| English Extension 1 1 unit | 1 | 47.5 | 41.68 | 5.82 |
| English Standard 2 unit | 53 | 73.6 | 69.16 | 4.44 |
| Food Technology 2 unit | 5 | 80.68 | 73.84 | 6.84 |
| History Extension 1 unit | 4 | 39.28 | 38.92 | 0.36 |
| Industrial Technology 2 unit | 4 | 71 | 68.69 | 2.31 |
| Investigating Science 2 unit | 3 | 72.73 | 68.71 | 4.02 |
| Italian Continuers 2 unit | 4 | 82.95 | 78.67 | 4.28 |
| Legal Studies 2 unit | 6 | 77.6 | 73.66 | 3.94 |
| Mathematics Extension 1 2 unit | 5 | 54.44 | 79.98 | -25.54 |
| Mathematics Standard 2 2 unit | 39 | 72.06 | 70.68 | 1.38 |
| Mathematics 2 unit | 24 | 72.76 | 78.01 | -5.25 |
| Modern History 2 unit | 13 | 70.8 | 73.44 | -2.64 |
| Personal Development, Health PE | 21 | 72.04 | 72.57 | -0.53 |
| Physics 2 unit | 11 | 69.44 | 73.2 | -3.76 |
| Primary Industries Examination 2 unit | 14 | 75.41 | 74.67 | 0.74 |
| Society and Culture 2 unit | 8 | 80.65 | 76.72 | 3.93 |
| Tourism, Travel and Events | 7 | 73.29 | 72.73 | 0.56 |
| Visual Arts 2 unit | 9 | 80.71 | 80.77 | -0.06 |

75%

of HSC students submitted preferences to study at a tertiary institution (VTAC)

93%

of students submitted preferences and received an offer to study at a tertiary institution (VTAC)

Professional Learning

Moama Anglican Grammar prides itself on the professional learning opportunities available to our leaders and teachers. The aim of a good professional learning program is to maintain high standards of teaching and more importantly to enhance the lives and education of our students.

In 2019 all staff participated in the Association of Independent Schools (AIS) Child Protection Training which was all about keeping our students safe.



All teaching staff completed the following professional development workshops:

- Restorative Practises and Consequences presented by David Vinegrad from Behaviour Matters
- Understanding Standards-setting to enhance Teaching and Learning presented by NSW Education Standards Authority (NESA)
- Disability Discrimination Legislation presented by the AIS

In addition, the following professional learning activities were undertaken by staff throughout 2019:

| Description of Professional Learning Activity | Number of staff |
|---|-----------------|
| Teacher Learning Network online professional learning – as part of our subscription with TLN our staff have access to a wide range of online professional learning opportunities. See www.tln.org.au | 51 |
| SEQTA Roadshow – latest updates in SEQTA and how schools can best implement and train teachers in its use. | 6 |
| Breaking the Mathematical Drought – a Secondary Mathematical conference hosted by the Mathematics Association of NSW. | 5 |
| Creating Great Units in Mathematics – workshop for all Primary teachers on creating engaging and scaffolded maths activities. | 28 |
| HSC Marking – Secondary teachers participated in marking the final HSC examinations in English, Agriculture and VET Tourism. | 5 |
| Teaching STEM – MAG won a grant through Sydney University for a group of staff to partake in a STEM professional learning program in the planning for Year 8 STEM classes in 2020. | 5 |
| Australian Curriculum Studies Association Conference – highlighted innovative pedagogical approaches of some of the most successful schools in Australia. | 2 |
| English Conference – AIS representatives presented new Curriculum for Stage 6 English. | 2 |
| Individual PD – staff attended professional learning activities relevant to their roles including staff and student welfare, innovative pedagogy K-12, technological pedagogy, best teaching practices and engaging families in the school environment. | 39 |

Staff Qualifications

Teacher Accreditation

| Level of Accreditation | Number of teachers |
|--------------------------|--------------------|
| Provisional | 2 |
| Proficient Teacher | 63 |
| Total Number of Teachers | 65 |



Teacher Qualifications

| Category | Number of teachers |
|--|--------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. | 2 |
| Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications. | 63 |
| Total Number of Teachers | 65 |

17%

Masters degree

79%

Bachelor degree

Workforce Composition



Teaching staff: 67

Full-time equivalent teaching staff: 63

Non-teaching staff: 32

Full-time equivalent non-teaching staff: 22

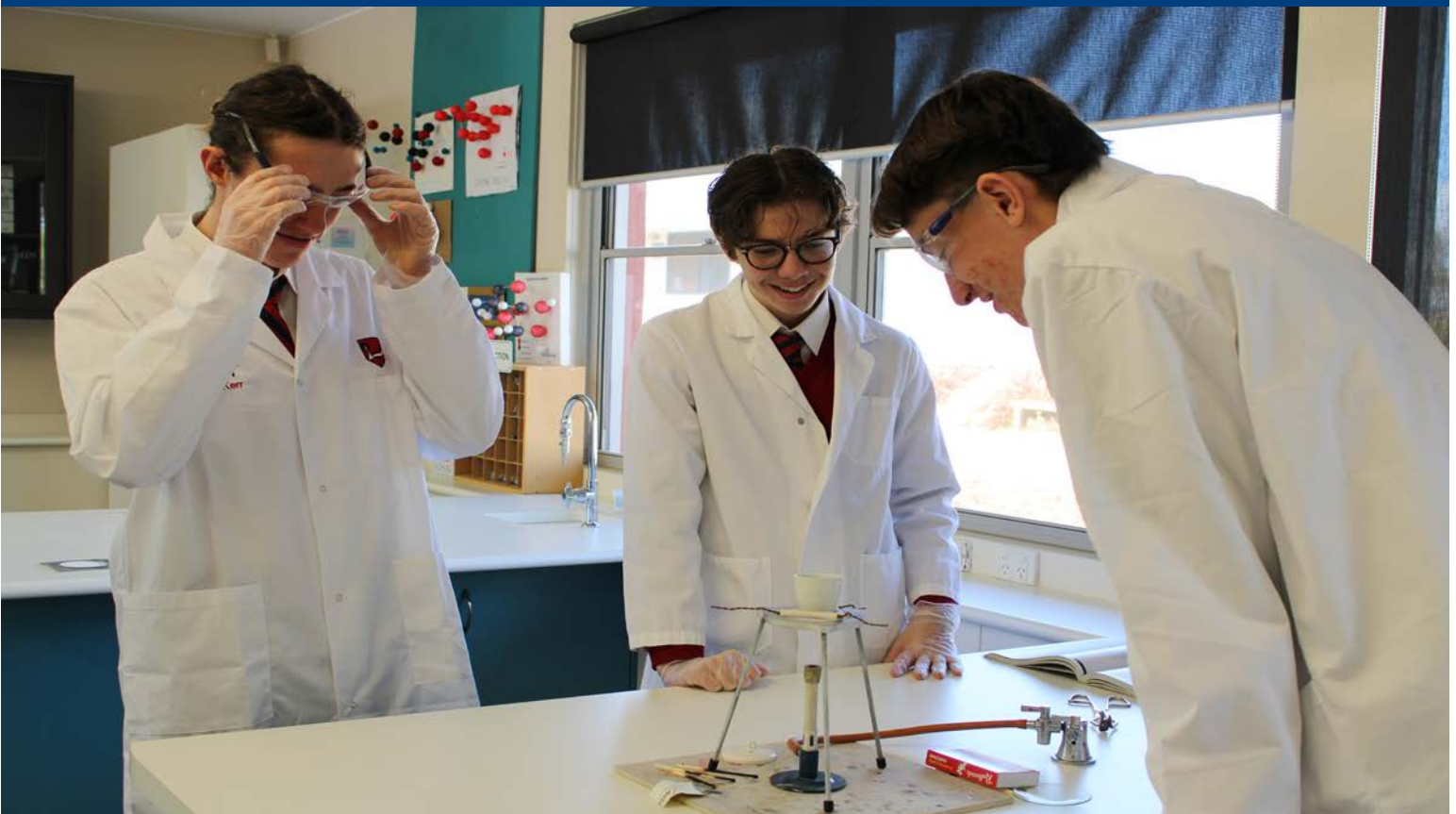
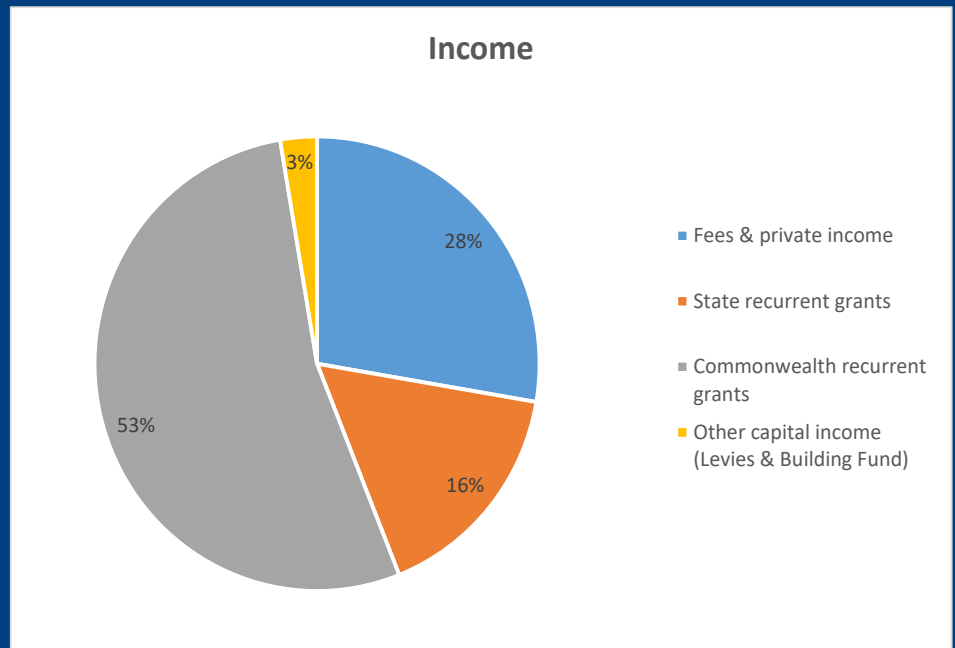
All current teaching staff are fully accredited with NESA.

Financial Overview

School Income

The three main sources of income include:

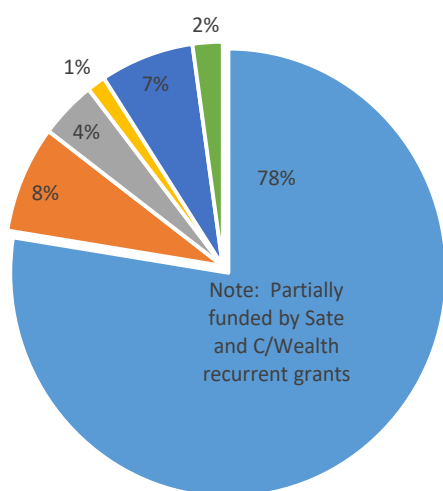
- State Government Funding
- Recurrent Commonwealth Govt Funding
- Fees



Financial Overview

School Expenditure

Expenditure



- Salaries, allowances & related expenses
- Non salary expenses
- Capital expenditure
- Finance costs
- Depreciation
- Buildings & Grounds

The main areas of expenditure are:

- Teaching and Learning
- Building and Grounds
- Administrative Costs
- Finance Costs
- Depreciation



Initiatives Promoting Respect and Responsibility



During 2019 the school focussed on developing understanding of the indigenous people of Australia and in particular the Yorta Yorta people of this area. The school leadership group participated in 'Cultural Awareness' training run by a local Yorta Yorta woman and an Elder.

From this training we then introduced a full staff training session provided by AIS NSW in developing an understanding of Indigenous culture and in particular issues within education. All staff participated in this training session.

Finally, we invited an Indigenous staff member from the Echuca Njenda Aboriginal Corporation to speak with us about his story as an Aboriginal man growing up in Australia and about the young people he works with in the community. We also discussed the future and how, as an educational institution, we can support reconciliation.

With our students and parent community we have also worked to develop an understanding of the Indigenous community and their history. We acknowledge NAIDOC week with guest speakers at assemblies, educational activities in classes and participation in the local march. Last year our students also became involved in creating a mural for one of the walls in the school as a NAIDOC activity and a local indigenous artist worked with our students to create this visible reminder in the school grounds of our heritage.

During the year we regularly focus on our core values of respect, compassion and integrity with our students, staff and parents. Our students are involved in community service initiatives with the local community through Anglicare as well as being involved in a service trip in partnership with Habitat Humanity.

A major focus of the education at Moama Anglican Grammar is the education of community minded young people who are respectful and treat self and others with dignity.

Priority Areas for Improvement

During 2019 the Moama Anglican Grammar Board and Executive staff with input from teachers, parents and students have created a new strategic plan for focus in from 2020 to 2024.

This strategic plan has 3 core areas for focus. The first area is to build strong community links between the school and major groups including our parents, ex-students, local businesses and industry, the Anglican Church and within the student body as we work to forge strong links for students between year levels.

The second focus area for the strategic plan is the financial sustainability of the school. The school will undertake financial modelling to secure the ongoing financial security, using demographics and continue to plan to meet the growth in the local Moama/Echuca area.

The third focus area for the strategic plan is building capacity of the staff. We will focus on the development of staff skills in teaching and learning using a review tool that allows them to gain data from students and colleagues about areas for development. We aim to also work in partnership with universities to support the ongoing development of the profession.



School Policies

The School has a number of policies relating to various areas of staff and student welfare. These policies are available via an online platform, MAG Policy Plus, introduced in 2019.

| Summary of Policy | Changes in 2019 | Access to full text |
|--|-------------------------|---|
| Student Welfare The Student Welfare, Enrolment and Attendance Compliance Policy is designed to provide for student welfare and attendance. Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare and include policies covering security, supervision, code of conduct, pastoral care and stakeholder communication. | No changes made in 2019 | The full text of the policy can be accessed by request from the School and the MAG Policy Plus platform (staff only). |
| Anti-Bullying Moama Anglican Grammar recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity is respected and accepted. The Bullying Prevention and Intervention policy defines what is and is not bullying, types of bullying, prevention strategies, reporting and responding to bullying, and the action the school will take in the event of a bullying incident/s. | No changes made in 2019 | The full text of the policy can be accessed by request from the School, on the MAG Policy Plus platform, and an excerpt is provided in the School Handbook. |
| Student Discipline The School has developed policies relating to behaviour of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students. These cover strategies to promote positive behaviour, school rules and expected standards of behaviour, consequences, procedures for suspension/expulsion, behaviour management plans and teachers' responsibilities. | No changes made in 2019 | The full text of the policy can be accessed by request from the School, and is on the MAG Policy Plus platform (staff only). |
| Complaints and Grievances The Complaints Handling Program outlines what constitutes an informal and formal complaint, how to make one, and the School's internal complaint handling process. A separate Procedures for Handling Allegations of Staff Misconduct document also outlines related definitions and how such allegations of staff misconduct are handled by the school. | No changes made in 2019 | The full text of the policy can be accessed by request from the School, from the school website, and the MAG Policy Plus platform (staff only). |

Enrolment Procedure

Parents interested in enrolling a child at Moama Anglican Grammar are advised that the School uses the following procedure for processing of applications:

1. General Enquiry

An information pack is provided on request.

2. Application Process

(i) Parents are to complete and return the enclosed blue enrolment application form (or apply online) together with a cheque or money order for \$50 (being the non-refundable application fee).

(ii) This application registers your child for the enrolment process which begins in the year prior to your child's proposed entry. The School will contact you early in the year (February/March) to arrange an interview with the Principal (or delegate). It is important to note that payment of the application fee does not guarantee your child a place.

3. Interview

Either or both parents or guardians should attend this interview with their child.

(i) In order for the Principal to make an informed decision on the appropriate placing of your child, the following items need to be brought to the interview. The Principal will not offer a place until these items have been sighted, and may have to postpone the interview until such time as the items requested are available.

- A copy of Birth Certificate or passport and visa details (if applicable).
- Any Court Orders or legal documents applicable to your child.
- A recent photograph of your child (head & shoulders), suitable for scanning to our database.
- A copy of any progress reports or most recent semester report provided by the preschool (or school) to date.
- A copy of most recent NAPLAN results (if applicable).
- Some samples of your child's preschool (or current school) work.
- Completed student pre-enrolment interview writing and drawing form.
- Anything else you think would assist the Principal to understand the needs of your child.
(i.e. competition certificates/results, awards etc.).
 - Please note - In order for the Principal to conduct a fair interview without interruption or distraction it is School Policy that younger siblings do not attend this interview.
- Special Needs (Gifted or Learning Difficulties) – It is important to note the enrolment of a child with special needs is considered on the same basis as any other applicant. The School must know of any special needs before enrolment so that an accurate determination may be made of whether the School is able to reasonably meet those needs. Failure to disclose special needs may result in the school not being able to adequately cater for the welfare and education of that child and of the other children enrolled at the School. The following needs to be brought to the interview.
 - Copy of up to date reports generated by a consultant, specialist or psychologist or any other professional supporting the child.
 - Details of any medication taken regularly.
 -

4. Enrolment Offers

(i) Places at the School are offered at the discretion of the Principal. The following criteria are among those used to determine allocations:

- The ability of the applicant, or the applicant's family, to support the Moama Anglican Grammar core values and to contribute to the School programs. This will be judged, amongst other things, by reference to school reports, an interview with the candidate and parents/guardians, and by confidential reference.
- The award of a scholarship or bursary.
- The attendance of siblings or step siblings at the School, providing all conditions of admission to the School are adhered to.
- Other family connections with the School.
- Date of application.

- (ii) It is anticipated that offers of a place for the following year would be made by the end of June. If you are placed on a waiting list, your child's name would be held until further places are available. Please note that being placed on a wait list does not mean your child's application has been rejected, nor does it mean a guaranteed offer of a place during the next round of offers.
- (iii) All children with enrolment applications received after initial offers would be interviewed and placed on a waiting list until subsequent offers are made. It is anticipated that this round of offers would be in October/November of the year preceding enrolment.

5. Acceptance of Offer

On receipt of the letter offering your child a place, you are required to pay the \$1000 enrolment fee to secure the place. \$200 of this fee is non-refundable. The remaining \$800 is credited to tuition fees after minimum 12 month enrolment as outlined in the Fee Schedule.

6. Fees

Board policy states that a term's fee is to be paid in the October preceding commencement at Moama Anglican Grammar. Fees are always charged one term in advance. Invoices are forwarded one month prior to due date. Please note that fees and charges are non-refundable if you decide not to proceed with enrolment.

7. Withdrawal of enrolment

The Principal may require the removal of a student from the School as a consequence of a serious breach of discipline or if, in the Principal's sole discretion, this is necessary for the good order or reputation of the School.





**MOAMA
ANGLICAN
GRAMMAR**
COMPASSION | RESPECT | INTEGRITY

- Honour and Excellence -

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